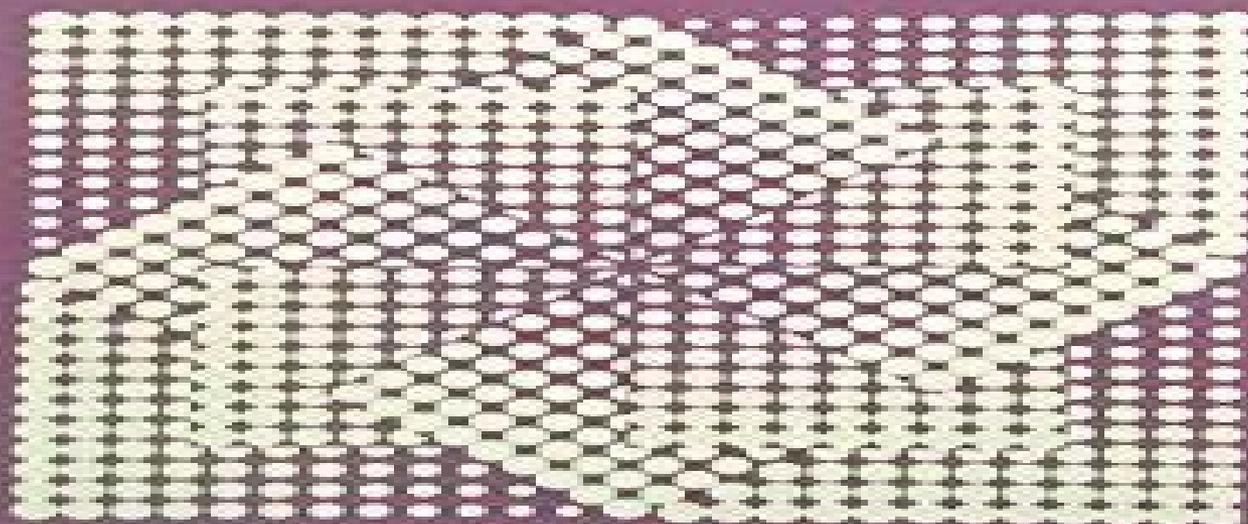


LANGUAGE, THOUGHT, AND CULTURE
Advances in the Study of Cognition

Child Discourse



Edited by

Susan Ervin-Tripp/Claudia Mitchell-Kernan

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Child Discourse

Daphne Southard Fox



Child Discourse:

Child Discourse Susan Ervin-Tripp, 2014-05-19 Child Discourse contains papers presented in a symposium on child discourse at the annual meeting of the American Anthropological Association in Mexico City in November 1974 Three other papers one presented by Edelsky at the same meeting and two by Dore and Garvey are also included to broaden the scope of methods and issues considered Organized into three parts this book generally aims at describing and analyzing social and linguistic knowledge of a child in utilizing language to project socially appropriate identities and to engage in purposive social acts Part I focuses on children's speech events while Part II centers more on function and act The last part takes into consideration the social aspect of language usage among children

Children's Discourse Maya Hickmann, 2002-11-21 This comparative study explores two central questions in the study of first language acquisition What is the relative impact of structural and functional determinants What is universal versus language specific during development Maya Hickmann addresses these questions in three domains of child language reference to entities the representation of space and uses of temporal aspectual markings She provides a thorough review of different theoretical approaches to language acquisition and a wide range of developmental research as well as examining all three domains in English French German and Chinese narratives Hickmann's findings concern the rhythm of acquisition the interplay among different factors syntactic semantic pragmatic determining children's uses and universal versus variable aspects of acquisition Her conclusions stress the importance of relating sentence and discourse determinants of acquisition in a crosslinguistic perspective Children's Discourse will be welcomed by those working in psychology and language related disciplines interested in first language acquisition

Adult-child Discourse of Language-impaired and Normal Children Joyce Leath, 1980

The Discourse of Child Counselling Ian Hutchby, 2007-01-01 This book is an empirical study of naturally occurring interaction between child counselling professionals and young children experiencing parental separation or divorce Based on tape recordings of the work of a London child counselling practice it offers the reader a unique and sustained look inside the child counselling consultation room at the talk that occurs there The book uses conversation analysis against a backdrop of sociological work in childhood and family studies to situate the discourse of child counselling at an interface between the increasing incitement to communicate in modern society the growing recognition of children's social competence and agency and the enablements and constraints of institutional forms of discourse participation Chapters include overviews of recent developments in the sociology of childhood and the sociolinguistics of children's talk conversation analysis and institutional discourse and detailed empirical studies of the linguistic techniques by which counsellors draw out children's concerns about family trauma and the means by which children through talking and avoiding talking either cooperate in or resist their therapeutic subjectification This book will be of interest to readers in counselling psychology and practitioners of child counselling to researchers and advanced students in social psychology sociology and sociolinguistics and to others interested in childhood and family studies

interactionism qualitative methodology and conversation analysis **A Cross-cultural Study of Child Discourse** Brian MacWhinney, Elizabeth Bates, 1976 **What is a Child?** Michael Gerard Plastow, 2018-04-17 This book unravels the different notions of time and history that are implicit in the history of child psychoanalysis and in the clinical approach to childhood It is based in part on topics that have been addressed in the seminar Psychoanalysis and the Child Children's Language Keith E. Nelson, Ayhan Aksu-Koç, Carolyn E. Johnson, Ayhan Aksu-Koc, 2014-04-04 These volumes present coherent sets of papers developed along two of the thematic lines that underscored the program of the meeting of the International Association for the Study of Child Language in Istanbul in the summer of 1996 Thoroughly reviewed and updated to reflect the state of child language research and theory particularly in the domains of discourse and interaction they convey not only the flavor of that meeting but some of the most exciting trends in the field today Each contribution in Volume 10 Developing Narrative and Discourse Competence focuses on the differential effects of discourse genres elicitation techniques communicative contexts literacy and schooling and the oft cited variables of age language and culture Issues concerning the interrelations between social cognitive and affective capacities and processes in discourse are addressed Each chapter raises theoretical questions regarding how and when representations are constructed to support new complexities Presenting data from a cross cultural and cross linguistic perspective this volume highlights both the particulars and the universals of the processes involved The chapters in Volume 11 Interactional Contributions to Language Development address issues including scaffolding of processing and learning in particular interactional sequences linkages among interpersonal functions or relations cognitive development and semantic syntactic and pragmatic devices or forms and models of how interactions proceed input is selected and learning advances across multiple rounds of interaction Each of these volumes will be a valuable addition to the libraries of all who study the development of language *Readings on the Development of Children* Mary Gauvain, Michael Cole, 2005 Streamlined and thoroughly updated this carefully selected collection of classic and contemporary articles is ideal for use as a supplement in undergraduate developmental psychology courses The collection features 37 primary sourced articles 21 of them new to the fourth edition Written by respected scholars in the field they constitute a representative survey of the prominent issues in the study of child development today Each reading is preceded by a headnote that provides a context for understanding and is followed by new discussion questions that encourage students to think more broadly about key concepts BOOK JACKET **Children's Language** Keith E. Nelson, 2014 *Children's Language* Keith E. Nelson, Zita Réger, Zita R. Ger, 1994-12 First Published in 1994 Routledge is an imprint of Taylor Francis an informa company Child Discourse ed. by Susan Ervin-Tripp, Claudia Mitchell-Kernan, 1977 The Role of Context in Children's Use of Discourse Markers Elena Andrea Escalera, 2002 **Parent-child Discourse and the Early Development of Understanding** Ross A. Thompson, 2006 **Socializing Intelligence Through Academic Talk and Dialogue** Lauren Resnick, Christa Asterhan, Sherice Clarke, 2015-04-19 Socializing Intelligence Through Academic Talk and Dialogue focuses

on a fast growing topic in education research Over the course of 34 chapters the contributors discuss theories and case studies that shed light on the effects of dialogic participation in and outside the classroom This rich interdisciplinary endeavor will appeal to scholars and researchers in education and many related disciplines including learning and cognitive sciences educational psychology instructional science and linguistics as well as to teachers curriculum designers and educational policy makers

Explanation in Mother-child Discourse Across Contexts Susan Marie Dougherty,2009
Abstract Home based explanatory discourse supports linguistic and conceptual development and is an important precursor to school based learning This study aimed to increase understanding of this topic by describing the distribution of explanations across five contexts in the home environments of preschool aged children The conversations of five highly educated middle class mothers and their 2 1 2 to 3 year old children were recorded as they read narrative and expository texts viewed educational television played with blocks and ate meals together The transcripts of these conversations were analyzed to determine 1 the characteristics of mothers explanations 2 the characteristics of their children s explanations 3 the ways the mothers provided scaffolds for their children s attempts to explain and 4 the extent to which science concepts were discussed Coding of parent child discussions was based on Beals 1993 nine categories of explanation revised in response to data gathered in this study Three intentional categories in Beals coding scheme were collapsed and two categories identification and event were added The addition of these two categories of explanation afforded a richer picture of how mothers support the linguistic and cognitive development of their children across contexts Explanation types identified in mothers discourse in order of frequency were identification definitional descriptive causal event procedure internal intention and consequence Across the five contexts the children heard an average of 3 2 explanations for every 10 turns spoken by their mothers While certain contexts displayed a greater density of particular explanation types each context offered opportunities for a range of types of explanation Evidence that mothers have different explanatory styles was also found Children s explanations were most often identification and event explanations Mothers supported the children s attempts at explanation by extending their children s utterances providing hints and information and redirecting questions Discussion of scientific concepts was also found across all contexts but most frequently during the reading of expository text The results indicate that a range of home activities support preschool aged children s exposure to explanatory discourse and that those working with families to support early literacy should look beyond traditional book reading tasks as sources of talk that builds children s linguistic and conceptual knowledge

Teacher-child Discourse Interactions and the Language of Preschool Hearing Impaired Children Daphne Southard Fox,1980

[Responsive Becoming: Moral Formation in Theological, Evolutionary, and Developmental Perspective](#) Angela Carpenter,2019-04-18 This volume offers an interdisciplinary study of Reformed sanctification and human development providing the foundation for a constructive account of Christian moral formation that is attentive both to divine grace and to the significance of natural embodied processes Angela Carpenter s argument also

addresses the impressions that such theologies give namely either solitude in the face of adversity or sheer passivity Through careful examination of the doctrine of sanctification in three Reformed theologians John Calvin John Owen and Horace Bushnell Carpenter argues that human responsiveness in the context of fellowship with the triune God provides a basic framework for a theological account of moral transformation Her relational approach brings together divine and human agency in a dynamic process where both are indispensable Supplying an account of moral formation located within Christian salvation while also being attentive to embodied human nature and the sciences this book is vital to all those interested in spiritual formation and the human capacity for love

Child Temperament as a Moderator of Mother-child Discourse
Desiree Mays,2002 *Developmental and Contextual Differences in Mother-child Discourse* Trudy L. Landry,University of Waterloo. Department of Psychology,1996 Handbook of Discourse Analysis: Discourse and dialogue Teun A. van Dijk,1985

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